

Work sample: Written informative text – Watermelons

Relevant part of the achievement standard

By the end of Year 5 students listen to, read and view a range of spoken, written and multimodal texts, identifying and interpreting main ideas. They listen to and interpret informal and formal presentations and ask relevant questions for clarification. They interpret ideas in texts, linking information in print and images within and between texts. They understand the function of particular text structures, language features and literary devices in constructing meaning in different types of texts. They accurately identify literal and implied information in texts, and interpret and analyse ideas from a variety of print and digital resources. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints.

Students create a variety of sequenced written, spoken and multimodal texts for a range of informative, imaginative and persuasive purposes and different audiences. They interact with others in informal and formal situations and summarise key points to report to other groups. They use increasing knowledge of text structures to develop coherent texts that link related concepts, selecting information and ideas from personal, literary and researched resources, and adapting imaginative ideas and situations from literature. They use language features and vocabulary in deliberate ways to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and use punctuation to provide structure and meaning in their writing. Individually and in groups they present sequenced presentations on researched topics, using evaluative language to present and support their opinions.

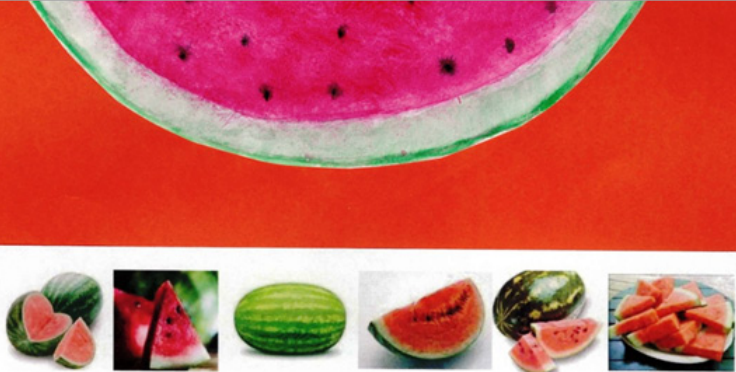
Summary of task

After studying healthy food choices, students were asked to research and write an informative text for publication in a health magazine on a fruit of their choice. They were required to:

- conduct research to locate information on a fruit's composition, origin and growing environment
- write an informative text (taking into account audience and purpose)
- use ICT to present their information combining text and graphics

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

Work sample: Written informative text – Watermelons



Watermelon!

Healthy, hydrating and heaps of it! The good old watermelon is a whopping 92% water! Just one wedge of this fabulous stuff contains over 1 cup (250ml) of water.

A watermelon can appear in various ways. They usually have a dark green skin with a flesh that ranges from pink, orange, yellow and white. There are numerous white or black seeds found in the flesh.

There are 1200 varieties of watermelon, ranging from less than a pound, to up to 200 pounds and over!

Watermelons grow in the desert biome.

Watermelons are grown on vines which are hidden underground in sand.

It is said that watermelon originated in Africa, where it grows wildly.

Watermelon can be used in many, many ways. A few of these things are to eat it as a refreshing snack, in a summer salad, or whip it up in a smoothie.

Annotations

Uses a range of familiar and learned vocabulary to inform and engage readers, for example 'hydrating, biome', 'a whopping 92% water'.

Uses literary devices such as extended noun groups ('dark green skin'), passive voice ('can be used') and sentence fragments ('healthy, hydrating and heaps of it!') to achieve particular effects.

Presents accurate information from personal and researched sources, for example '1200 varieties of watermelon'.

Uses punctuation correctly, including exclamation marks for emphasis and commas in a list.

Uses a range of simple and complex sentences to express and link ideas.

Presents published text imaginatively using layout, font, colour and images.

Annotation summary

This work sample displays understanding of the structure, purpose and audience of an informative text. The text is effectively sequenced and uses both familiar and researched information. The text displays a linguistic flair not often found in informative texts which creates an interesting tone of humour and a strong note of persuasion.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.